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ABSTRACT

The purpose of this study has been to conduct a survey of the adoption and diffusion of management concepts in a selected group of 2-and 4-year colleges. The population chosen for study is the 2- and 4-year colleges in the Southeastern region of the United States. The specific objectives of the survey were to determine the extent and frequency with which management concepts and techniques have been adopted within 2- and 4-year colleges. Universities were excluded because of their larger organizational structure and the difficulties of specifying how the adoption of managerial concepts influences activities and functions at the college level. An effort was made to determine the extent to which managerial concepts were regarded as important in the current administration of the college, the familiarity of administrators and key faculty members with such concepts, and the kinds of sources of information used in the administration of the college. An effort was also made to identify conditions and factors that shaped or influenced the adoption of new techniques in academic administration. (Author)

MANAGEMENT CONCEPTS

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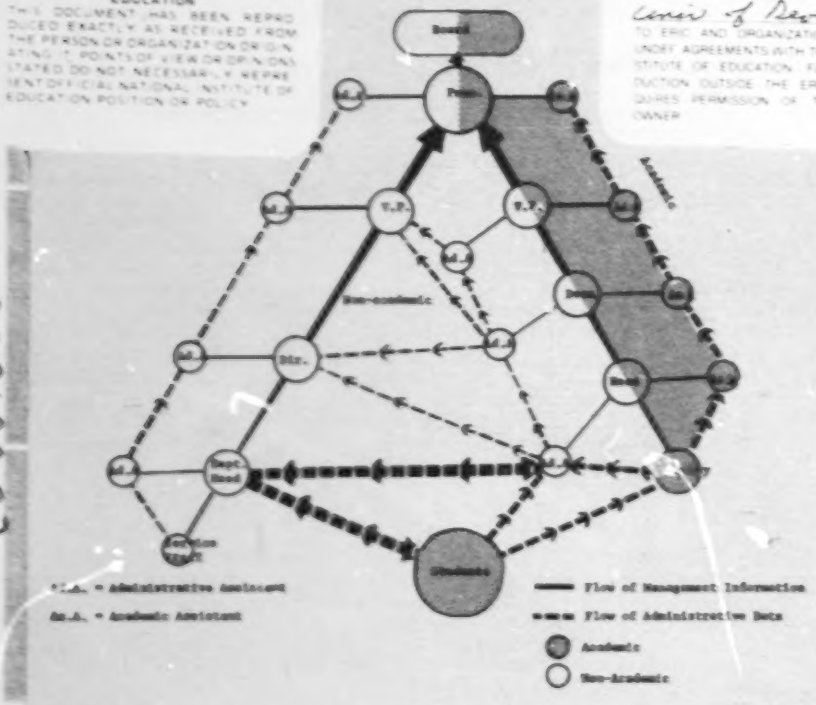

IN ACADEMIC ADMINISTRATION

By

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INTRODUCTION

The changing functions of academic administration have been spurred by the organizational complexities of educational institutions and a somewhat radical shift in public attitudes, opinions, and sentiments. There is an intense dissatisfaction with traditional procedures in education, an increasing belief that our colleges and universities have been mismanaged, and a rising expectation that the adoption of management concepts and techniques from American industry and business can serve to alleviate or correct many of the difficulties experienced during the past decade. There is a firm insistence that our colleges become more efficient in their operations and that they become more effective in dealing with a complex of social, economic, and technological problems confronting the nation.

The advocacy of management methods in higher education is something more than a ground swell. Rourke and Brooks (1966) believe the break with traditional concepts of academic administration to be sufficient to warrant the label of a managerial revolution. Umans (1970), among others, believes that management concepts, coupled with evolving notions of planned change and technological innovation, constitute a majestic design for educational revolution at all levels. The thrust has been aided and abetted by the federal government through generous funding for the development, design, and dissemination of management techniques that surpass the futuristic dreams of many an academic dean accustomed to more traditional appraoches (Henle, 1967). The establishment of a National Center for Higher Education Management Systems is perhaps the most direct indication of the federal government's interest in developing procedures and methods that will permit the collection and comparison of educational data for purposes of planning and management (Huff and Manning, 1972).

The magnitude of the managerial thrust is indicated further by the Carnegie Commission on Higher Education in a survey concerning the implementation of institutional research, management information systems, and planning-programming-budgeting systems. Bogard (1972) found that 24 percent of all colleges and universities report the establishment of an institutional research office, 13 percent the development of a management information system, and 31 percent the implementation of a planning-programming-budgeting system. Only 2.8 percent of the institutions report, however, the implementation of all three operations, a finding that casts some doubt on the respondents' understanding of the specific concepts involved.

Additional support for the thrust is seen in the recent statement issued by the Committee for Economic Development (CED, 1973) in which the Research and Policy Committee's primary concern was the improvement of the management and financing of undergraduate education. Effective college management is said to be a shared responsibility that must be properly distributed among trustees, administrators, faculty, and students. The emphasis on "better management of resources," however, is unequivocal.

The advent of the managerial revolution has not been without criticism. There has been concern that a new "cult of efficiency" is in the making and numerous critics have cast doubt upon the effectiveness of systems analysis, operations research, and engineering design as applicable to the complexities of higher education. Yee (1973) has cast considerable doubt upon the applicability of systems approaches in education. Scientific-economic-technological approaches do have limitations and do narrow the perspective in which education must be viewed. Bailey (1973) and Fincher (1973) are two other critics who have not viewed the event with complete enthusiasm. Callahan's *Education and the Cult of Efficiency*

(1962) can be read as a possible warning of what happens when movements are embraced too passionately.

The purpose of this study has been to conduct a survey of the adoption and diffusion of management concepts in a selected group of two-year and four-year colleges. The population chosen for study is the two-year and four-year colleges in the Southeastern region of the United States. With the exception of Texas, the region includes those states served by the regional accrediting association of the Southern Association of Colleges and Schools. Texas was not included in the survey because of its size and because of its stronger identification with the Southwest.

The specific objectives of the survey were to determine the extent and frequency with which management concepts and techniques have been adopted within two-year and four-year colleges. Universities were excluded because of their larger organizational structure and the difficulties of specifying how the adoption of managerial concepts influences activities and functions at the college level. An effort was made to determine the extent to which managerial concepts were regarded as important in the current administration of the college, the familiarity of administrators and key faculty members with such concepts, and the kinds and sources of information used in the administration of the college. An effort was also made to identify conditions and factors that shaped or influenced the adoption of new techniques in academic administration.

MECHANICS AND PROCEDURES

The colleges surveyed are two-year and four-year institutions as opposed to universities and technical-vocational schools. The intent, therefore, was to identify a population of institutions highly representative of the Southeastern states. The institutions chosen for study did not offer a doctoral

degree; were not special interest schools, (i.e. colleges of commercial art or Bible colleges); were not branches of a university; and were not technical-vocational schools. All are accredited by the Southern Association of Colleges and Schools.

This selection of colleges produced a population of institutions inclusive of all two-year and four-year colleges in the Southeast, as defined. No effort is made to treat this population of institutions as representative of two-year and four-year colleges throughout the nation. They were chosen simply as a relatively homogeneous group of colleges located in a specific region. In this way, it is strongly believed that inferences and conclusions drawn from the study can be both more intelligible and manageable. Generalizations concerning all two-year or four-year colleges in the nation would be highly suspect under any circumstances, and the temptation has been avoided from the start. Other studies in other regions or with differently defined populations may or may not confirm the conclusions and implications of this study.

The survey instrument was designed for convenience of response and extensiveness of coverage. Respondents were asked to provide certain background information on their college (type of control, size of enrollment, highest degree offered, presence and functions of an institutional research office, and receipt of federal assistance as a developing institution under Title III of the Higher Education Act of 1965). They were then asked: (1) to rate the importance of selected managerial concepts in the administration of their college; (2) to indicate the degree of familiarity that administrators and key faculty members had with such concepts; (3) to specify the frequency with which certain kinds and sources of information were used; and (4) to assess factors and conditions that might impede or facilitate the effective administration of their college.

A final section of the instrument provided an opportunity to evaluate and suggest means for dissemination and adoption of managerial concepts and techniques on their particular campuses.

The specific items chosen for inclusion were believed to be reasonably representative of the dominant concepts and techniques currently publicized in higher education. Several items were chosen for their obviousness while others were indicative of highly specific and technical procedures. For example, no college was actually expected to make frequent use of Monte Carlo techniques or Queuing theory, but both were included as a rough check on the validity of other responses. Special applications, such as organization development, management-by-objectives, and administrative teams, were not included because of conflicting or competing viewpoints currently advocated.

Survey instruments were distributed to respondents who were specifically chosen as "informed observers" on the academic administration of their colleges. Respondents were addressed both by name and by job title. If the college had a director of institutional research, the questionnaire was addressed to him. If no director of institutional research was identifiable, the questionnaire was addressed by name to the chief academic officer of the college, i.e. the person with apparent responsibility for the administration of faculty and academic programs. In several cases, the inquiry was addressed to individuals known to be especially knowledgeable about the administration of their colleges but who may not have had major administrative responsibility.

An accompanying letter indicated that it was the institution that was the object of the survey and not the specific individual. Each person was requested to be as objective as possible, keeping in mind that the survey was not evaluating the quality or effec-

tiveness of the institution but only the adoption or application of management concepts.

The distribution of colleges by control, size, and highest degree offered is presented in Table 1. As is evident, there are fewer public colleges than private colleges in the Southeastern region. There are 146 colleges offering the A.A. degree and 226 colleges offering the B.A. degree; 75 of the latter also offer the M.A. but not the doctorate. Also evident is the relatively large number of private colleges with less than 2000 students in enrollment. No private, two-year college was found to exceed 2000 students.

The returned questionnaires are shown as a percent of colleges in a particular category. For example, 66.7 percent (or 43 colleges) classified as small, public, two-year colleges returned the survey instrument. The total number of usable replies was 245 (or 65.9 percent) of the total population of 372 colleges. Thirteen survey instruments returned were excluded from analysis because of late arrival or incomplete data.

RESULTS OF THE SURVEY

Of the 245 returned questionnaires 45.3 percent were from public institutions and 54.7 percent were from private institutions. The A.A. was the highest degree offered at 38 percent of these institutions while 41.2 percent and 20.8 percent offered the B.A. and M.A. respectively as the highest degree. Concerning size of the institution, 69.8 percent had enrollments of less than 2000; 20 percent had enrollments between 2000 and 5000; and only 10.2 percent had enrollment figures above 5000. For convenience, all data are presented for two-year and four-year colleges, classified as either large (over 2000) or small (under 2000).

Table 1. Percent Usable Returns of Survey Questionnaires for Southeastern Colleges According to Size, Type and Control

	Public Colleges				Private Colleges					
	Small		Large		Small		Large		Totals	
Type	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Two-Year	68	66.7	29	82.1	49	59.2	0	00.0	146	66.3
Four-Year	17	48.4	53	73.1	144	68.3	12	72.3	226	65.5
Totals	85	57.6	82	77.6	193	63.8	12	72.3	372	65.9

NOTE: Number indicates questionnaires mailed while percent indicates the proportion of usable returns for colleges in that particular category. Small colleges have enrollments below 2000 students; large colleges exceed that number. Four-year colleges include master's but not doctoral programs.

An office of institutional research, analytic studies, or planning was reported in 38.4 percent of the returned questionnaires. For those reporting such an office, 19.6 percent indicated a varying combined function of campus development, cost analysis, fiscal planning, evaluation, faculty studies, student studies, space utilization, or program planning. For the 14 percent indicating one primary or dominant function, cost analysis was mentioned most frequently.

Since many of the colleges surveyed might well qualify as developing institutions, an inquiry was made as to the reception of federal assistance under Title III of the Higher Education Act of 1965. Fifty-one percent of the institutions indicated federal assistance under Title III funds, 40.8 percent received no such assistance, and 8.2 percent of the respondents indicated they did not know.

With respect to job titles, 12.2 percent of the respondents were directors of institutional research; 62.9 percent were deans, 20 percent were vice-presidents and 2.4 percent were presidents per se. This distribution suggests that the informants were in a position to be thoroughly familiar with both the administrative and academic affairs of the institution. The results of the survey represent, therefore, the informed opinions or beliefs of knowledgeable observers concerning management concepts and techniques in the academic administration of their colleges.

The Importance Of Management Concepts

The percent of respondents indicating the degree of importance attached to management concepts in academic administration is shown in Table 2. If the eight concepts are representative of management concepts in general, it would follow that approximately

Table 2. Rated Importance of Management Concepts in the Current Administration of Southeastern Colleges

	Low	Below Average	Average	Above Average	High
Data Processing	17.9	15.9	35.9	20.0	10.2
Computer Technology	24.5	22.0	27.3	17.6	8.6
Institutional Research	9.4	30.2	37.1	15.1	8.2
Systems Analysis	31.0	31.8	25.7	9.8	1.6
Operations Research	29.4	29.4	32.7	7.8	0.8
Institutional Planning	4.1	12.7	39.2	28.2	15.9
Program Planning and Budgeting	16.3	14.7	29.3	23.7	15.5
Self-Study	1.2	5.7	24.1	35.1	33.9

NOTE: Each entry is the percent of colleges checking that particular category. Total number is 245.

one-third of the respondents do not believe management concepts to be highly important in the academic administration of their college. Almost one-third believe them to be of average importance, however, and another third believe them to be of considerable or above average importance.

It is obvious that some concepts are of more importance than others. For instance, self-study was thought to be of above average or high importance by 69 percent of the respondents while systems analysis was seen as above average for only 11.4 percent and operations research was regarded as above average by only 8.6 percent. Institutional planning and PPBS were seen as rather important in almost four out of ten colleges while data processing is above average in importance for almost one out of three. Institutional research, by contrast to institutional planning, is seen as quite important for less than one out of four colleges. This finding suggests that approximately 21 percent of the respondents do not see a complementarity between institutional research and institutional planning.

Familiarity With Management Concepts

The familiarity of administrators and key faculty members with selected management concepts is summarized in Table 3. Of the eleven major management concepts, there was only one regarded as generally or quite familiar by more than half (59.2 percent) of the respondents. This was the Higher Education General Information Survey (HEGIS). The next most familiar concept is the National Center for Higher Education Management Systems (WICHE/NCHEMS). As expected, Monte Carlo techniques and Queuing theory were unfamiliar to most academic administrators. The same may be said of statistical decision theory and perhaps game theory. A somewhat surprising finding may be that only 21 percent were generally familiar with the National Center for Educational Statistics

Table 3. Rated Familiarity with Management Concepts for Administrators and Faculty Members in Southeastern Colleges

Item	Not Familiar	Vaguely Familiar	Generally Familiar	Quite Familiar
Higher Education General Information Survey (HEGIS)	7.8	33.1	44.5	14.7
National Center for Educational Statistics (NCES)	29.0	49.0	18.8	2.9
National Center for Higher Education Management Systems (WICHE/NCHEMS)	21.6	39.2	29.8	9.4
National Laboratory for Higher Education (NLHE)	25.3	44.5	21.2	9.0
Linear Programming	43.7	39.6	16.3	0.4
Simulation	32.7	44.9	20.0	2.4
Monte Carlo	72.2	25.3	2.0	0.4
Game Theory	41.6	42.0	15.1	1.2
Statistical Decision Theory	45.7	43.3	9.8	1.2
Queuing Theory	64.5	29.0	6.5	0
Academy for Educational Development (AED)	54.7	31.4	11.0	2.9

NOTE: Entries are percent responding based on an N of 245.

(NCES). Coupled with the appreciable familiarity with HEGIS, this finding may confirm the criticism that much information flows to Washington but information does not flow back. Perhaps because of its regional proximity, more administrators were familiar with the National Laboratory for Higher Education (NLHE). Administrators in almost 14 percent of the colleges were generally familiar with the work of the Academy for Educational Development (AED).

Because of the importance that the federal government has attached to the development of planning and management techniques, the major programs or products of NCHEMS are listed separately in Table 4. There it may be seen that while almost four of ten colleges are generally familiar with NCHEMS itself, a lesser number is generally familiar with specific outcomes of the Center. At least one out of three report general familiarity with the Facilities Planning and Management Manuals, however, and almost the same percent are generally familiar with the Center's work with faculty activity analysis and cost distribution models. Surprisingly, the colleges surveyed are least familiar with the RRPM, a product that many of the colleges might seek to adopt.

Kinds Of Information Used

The frequency with which various kinds of information are used in academic administration is indicated in Table 5. Each kind of information listed is apparently used frequently or regularly by more than 50 percent of the colleges surveyed. The most frequently used information is that of enrollment projections. The least frequently used information is that on national trends. This finding would seem to be logical, as is the finding that the colleges make more frequent and regular use of state statistics than regional statistics.

Table 4. Rated Familiarity with Management Concepts and Techniques Developed by National Center for Higher Education Management Systems at WICHE

Item	Not Familiar	Vaguely Familiar	Generally Familiar	Quite Familiar
National Center for Higher Education Management Systems (WICHE/NCHEMS)	21.6	39.2	29.8	9.4
Student Flow Models	38.4	38.0	20.4	3.2
Cost Distribution Models	33.9	37.1	24.9	4.1
Resource Requirements Prediction Model (RRPM)	44.9	36.3	16.3	2.4
Program Classification Structure (PCS)	42.4	36.7	17.6	3.3
Data Element Dictionary	46.9	33.5	17.1	2.5
Faculty Activity Analysis	36.3	33.5	24.1	6.1
Facilities Planning and Management Manuals	31.0	34.7	28.2	6.1

NOTE: Entries are percent responding based on an N of 245.

Table 5. Rated Frequency With Which Certain Kinds of Information Are Used in the Administration of Southern Colleges

Kind of Information	Never	Seldom	Sometimes	Frequently	Regularly
Findings of Most Recent Self-Study	1.2	3.7	20.0	43.7	31.4
Statistical Data for the State	1.2	6.9	27.3	40.8	23.7
Statistical Data for the Region	1.2	10.6	33.5	36.7	17.9
Information on National Trends	8.2	8.5	37.5	37.9	15.1
Income and Expenditure Analyses	0.8	6.1	17.9	38.4	36.7
Enrollment Projections	0.4	1.2	6.5	33.1	58.8
Manpower Projections and Trends	2.0	10.6	34.7	31.4	21.2

NOTE: Entries are percent responding based on an N of 245.

Two other kinds of information appear to be used frequently or regularly by a large percent of the colleges. Slightly more than three-fourths of the respondents report frequent or regular use of their most recent self-study and income and expenditure analyses of their college. Manpower projections and trends would seem to be of lesser importance for most of the colleges surveyed.

Sources Of Information Used

Because of the ready availability of certain sources of information it was deemed appropriate to inquire as to frequency with which they were used. As indicated in Table 6, the only source of information to be used frequently and regularly by a large number of colleges is an institutional factbook. This complements the previous finding that three-fourths of the colleges make use of their most recent self-study but it also points out a "non-use" of several sources that specifically serve institutions of higher education. The infrequency with which the ACE Factbook, the SREB Factbook, and the NCES publications are used is especially surprising. At least 40 percent of the colleges surveyed use these sources less than "sometimes." This finding would strongly suggest that many institutions are not using helpful sources of information that are available.

Factors Impeding Effective Administration

To gain a better understanding of the managerial climate in the colleges surveyed, respondents were asked to judge the degree to which certain factors and situations impeded effective administration. A majority of the respondents did not believe the administration of their college to be adversely affected by an emphasis on departmental expansion and organization, uncertainty as to authority and responsibility, the smallness of the college, the unavailability of computer facilities, or unclear purposes

Table 6. Rated Frequency With Which Certain Sources of Information Are Used in the Administration of Southeastern Colleges

Source of Information	Never	Seldom	Sometimes	Frequently	Regularly
ACE Factbook	10.6	30.0	38.4	17.6	4.5
SREB Factbook	11.0	28.6	38.0	15.9	6.5
Institutional Factbook (for the particular college)	15.1	15.5	21.6	29.4	18.4
ERIC Clearinghouse on Higher Education Publications	14.3	26.9	36.7	15.9	6.1
Commercial Reports (as the College and University Reporter)	8.6	31.0	38.8	15.1	6.5
NCES Publications	17.6	42.0	30.6	9.0	0.8
AED Publications	24.5	38.8	28.2	7.8	0.8

NOTE: Entries are percent responding based on an N of 245.

and objectives for the college. On the other hand, a majority did perceive at least "some" impedance to a lack of long-range planning, outmoded plans and procedures, poor internal communication, confusion on sources and kinds of information needed, and seat-of-the-pants decision-making.

More significantly, 29 percent of the colleges indicated that a lack of long-range planning seriously impeded effective administration while at least one out of four respondents thought their colleges to be handicapped by poor internal communications and seat-of-the-pants decision-making. It is indicative, however, that a majority of the respondents did not believe their colleges to be hindered by either an unfamiliarity with management concepts or a skepticism of new methods and techniques.

The Application Of Management Concepts

A somewhat converse question was posed in asking respondents to rate the degree to which certain conditions and situations facilitated the application of management concepts and techniques in the administration of their colleges. One out of two respondents indicated that the findings of a past self-study has facilitated the application of management concepts to a considerable extent. Almost one-half judged the status of institutional goals and objectives, the analysis of institutional needs, and the quality of analytic thinking on the part of their administrators to be similarly facilitative. At least a third of the respondents thought their administration to be quite willing to try new tools and techniques. A majority, however, were dubious that computer facilities were a great help in applying managerial concepts and techniques. At least one out of four respondents reported that the application of management concepts in their college was not appreciably facilitated by long-range planning efforts, national trends and emphases, or inservice training efforts.

Introducing And Developing Management Concepts

A final section of the survey instrument requested respondents to rate the effectiveness with which certain methods and procedures could be used to introduce and develop management concepts on their campuses. The results were somewhat as expected and somewhat interesting. The use of general textbooks and monographs is undoubtedly unacceptable to almost one-half of the respondents. They are less certain about the effectiveness of professional journal articles; one-fourth believe they would be rather ineffective while another fourth believe they would be generally effective. Three possibilities which are viewed as being effective by more than two-thirds of the respondents are (1) training workshops conducted on campus, (2) oncampus conferences and seminars, and (3) onsite visits to other campuses for observational purposes.

These results suggest that respondents are skeptical of published materials for introducing and developing management concepts but they are receptive to ways which would actively involve the administrators on their campuses.

A PROVISIONAL ANALYSIS

The data gathered in this survey are the opinions and beliefs of informed observers and do not permit an analysis in terms of causal factors. A provisional analysis may be made, however, by relating the observed findings to the institutional characteristics of enrollment size, form of control, and highest degree offered. Such an analysis should be highly suggestive of institutional variables influencing the diffusion and adoption of improved managerial practices in academic administration.

As shown in Table 7, the importance of management concepts can be shown by devising a simple index

Table 7. Mean Rated Importance of Management Concepts for Southeastern Colleges According to Size, Type and Control

Type	Public Colleges Small	Public Colleges Large	Private Colleges Small	Private Colleges Large	Combined Ratings
Two-Year Colleges	23	27	21		23.5
Four-Year Colleges	24	25	22	27	24.8
Combined Ratings	23.1	25.8	21.7	27	

NOTE: Range of Ratings is 8 - 40; Midpoint or reference point = 24; N = 245.

for comparative purposes. Each item on the questionnaire has been treated as a simple Likert scale and combined with other items in the same section. This results in a score for the subsection of the questionnaire that may be averaged for colleges grouped according to type, control, and size. Further comparisons may be made with the possible range of values and their midpoint.

The data in Table 7 suggest that the importance of management concepts does not depend greatly on control, size, or type. The average ratings for two-year and four-year colleges are quite comparable, and those for public and private colleges do not vary significantly. The one statistically significant relationship is between small, public, two-year colleges and large, public, two-year colleges, a finding that suggests the size of public, two-year colleges may affect the adoption of management practices.

Rated familiarity with management concepts has been treated in a similar manner in Table 8. The data there suggest that administrators and faculty members in small, private, two-year colleges are not as familiar with the various concepts and techniques as their counterparts in the small, public, two-year institutions. Table 9 implies that the uses of information in small, private, two-year colleges are different from uses in both small, public, two-year colleges and small, private, four-year colleges. This finding suggests that small, private, two-year colleges are less likely to use information that is readily available to them.

Similar analyses for sources of information, the influence of impeding factors and conditions, and the extent of facilitating conditions and situations indicate that these variables do not differ significantly for Southeastern colleges when they are compared by size, type, or control. There is just the slightest hint that the managerial revolution may be

Table 8. Mean Rated Familiarity With Management Concepts for Southeastern Colleges According to Size, Type and Control

Type	Public Colleges Small	Public Colleges Large	Private Colleges Small	Private Colleges Large	Combined Ratings
Two-Year Colleges	55	55	48		52.8
Four-Year Colleges	53	54	50	54	51.4
Combined Ratings	54.6	54.4	49.5	54	

NOTE: Range of Ratings is 36 - 90; Midpoint or reference point = 63; N = 245.

Table 9. Mean Rated Use of Various Kinds of Information in Southeastern Colleges According to Size, Type and Control

Type	Public Colleges Small	Public Colleges Large	Private Colleges Small	Private Colleges Large	Combined Ratings
Two-Year Colleges	28	28	19		25.2
Four-Year Colleges	27	28	26	27	26.6
Combined Ratings	27.8	28	24.4	27	

NOTE: Range of Ratings is 7 - 35; Midpoint or reference point = 21; N = 245.

more effective in the large, public, two-year colleges than in any other comparable group of colleges.

Granting the limitations of opinions as reported by informed observers, it would follow that the small, private, two-year college in the Southeast is less likely to: (1) regard management concepts as important, (2) be familiar with publicized concepts and techniques, and (3) make frequent use of information that is relatively accessible. On the other hand, there is an indication that the large, public, two-year colleges are as receptive to the adoption of improved management practices as any other comparable groups. Both inferences are in keeping with logical expectations and would simply suggest that the managerial revolution, whatever its extent, has not been as successful in small, private, two-year colleges as it might be in the large, public, two-year colleges.

SUMMARY AND CONCLUSIONS

The diffusion and adoption of management concepts and techniques have been studied by defining a population of colleges located in the Southeastern states, soliciting the opinions and beliefs of informed observers within those colleges, and summarizing the results of a relatively simple survey instrument. The intent was to determine the importance of management concepts for the academic administration of two-year and four-year institutions, the familiarity of administrators and key faculty members with publicized concepts and techniques, and the kinds and sources of information that are used frequently in the administration of the colleges. An attempt was also made to identify certain factors and situations that might impede the effective administration of the colleges; to identify certain conditions and situations that might facilitate the application of management concepts and techniques; and to solicit suggestions concerning ways of introducing and developing better management practices in academic administration.

Survey responses from 245 colleges out of a total population of 372 institutions have indicated an appreciable receptivity to management concepts and techniques as they pertain to academic administration. Respondents believe data processing, computer technology, institutional planning, program planning and budgeting, and self-studies to be relatively important in the administration of their institutions. They are less certain of the importance of institutional research, systems analysis, and operations research.

Respondents indicate that administrators and key faculty members on their campuses are reasonably familiar with HEGIS, NCHEMS, and NLHE. They are not highly familiar, however, with specific products of NCHEMS and with relatively popular concepts within the field of management science. The kinds of information used frequently in the administration of Southeastern colleges are findings of their most recent self-study, statistical data for the state in which they are located, income and expenditure analyses, and enrollment projections. Lesser use appears to be made of information on national trends and manpower projections. When asked about the use of specific sources of information, respondents indicated that only institutional factbooks were used with any high degree of frequency. Available sources, such as the ACE Factbook, the SREB Factbook, and publications from ERIC, NCES, and AED, were used much less frequently.

The effective administration of Southeastern colleges may be impeded to a substantial degree by a lack of long-range planning, poor internal communications, confusion over the kinds and sources of information needed, and seat-of-the-pants decision-making. Respondents do not believe skepticism of new methods and techniques, unfamiliarity with management concepts, or a lack of faith in empirical data-based studies to be impeding factors.

The application of management concepts and techniques to the administration of Southeastern colleges is apparently facilitated by the findings of past self-studies, other analyses of institutional needs, and the quality of analytic thinking among administrative officials. Respondents do not believe computer facilities, national trends and emphases, or current inservice training efforts to be highly conducive. They do indicate, however, an appreciable willingness on the part of their administrators to try new tools and techniques.

Oncampus conferences, seminars, and training workshops, coupled with onsite visits to other campuses, would seem to be the most effective way to introduce and develop improved management practices in the administration of Southeastern colleges. Case studies of institutions successfully adopting new techniques and the right kind of advisory and consultative services could be of considerable help to many institutions. The use of general textbooks and monographs or professional journal articles would not appear to be highly effective, but special training programs for college presidents may have possibilities.

Other specific findings or inferences that may be made from survey data are:

1. Almost one out of four Southeastern colleges reports the presence of an institutional research office but respondents have not seen the role of institutional research as closely related to institutional planning.

2. The functions of institutional research are diversified. When a primary, dominant function is identified, it is most likely to be studies of cost analysis.

3. Fifty-one percent of the responding colleges report the receipt of Title III funds as a developing institution. In view of the emphasis placed on improved management practices by the federal government, this finding would seem relevant.

4. The majority of Southeastern colleges have enrollments less than 2000 students but respondents do not believe the smallness of their colleges to impede effective administration. Size does appear to be an impeding factor in almost 14 percent.

5. The majority of Southeastern colleges are four-year institutions with the small, private four-year colleges constituting almost forty percent of the total population. No private, two-year college with an enrollment exceeding 2000 students is located in the states surveyed.

6. The small, private, two-year college in the Southeast would seem to be least affected by the diffusion of management concepts in academic administration.

7. The large, public, two-year colleges may be the most receptive to the introduction and development of management concepts and techniques. Running a close second may be the large, public, four-year colleges.

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